**1. Analyzing Children’s Learning**

a. Identify the specific *content* ~~language and literacy~~ learning objectives and standards measured by the assessment you chose for analysis.

b. Provide a graphic (table or chart) or narrative that summarizes children’s learning for the class. Be sure to summarize children’s learning for all evaluation criteria submitted in Task 3, Part E.

c. Use the class summary provided in prompt 1b and **~~3~~ sources of evidence** described in the instructions above **for each of the 2 focus children** to analyze the patterns of learning for **the class and focus children** relative to *the learning objectives* **~~language and literacy development~~**. Consider children’s strengths (what children understand and do well), and areas of learning that need attention (e.g., common errors, confusions, need for greater challenge).

**2. Feedback to Guide Further Learning**

Refer to specific evidence of submitted feedback to support your explanations.

a. In what form did you submit your evidence of feedback for the 2 focus children?

* Written directly on work samples or in a separate document;
* In audio files; or
* In video clips from the Instruction task (provide a time-stamp reference)

b. Explain how feedback provided to the 2 focus children addresses their individual and developmental strengths and needs relative to *content understanding* ~~language and literacy~~ ~~development~~.

c. How will you support children to apply the feedback to guide improvement, either within the learning segment or at a later time?

**3. Evidence of Language Understanding and Use**

You may provide evidence of children’s language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clips from Task 2 and provide time-stamp references for language use.

2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and provide time-stamp references for children’s language use (this can be footage of one or more children’s language use). See the Task 3 specifications in the Early Childhood Evidence Chart for acceptable file types. Submit the video clip in Task 3, Part C.

3. Use the children’s work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the video clips (using time-stamp references) and/or children’s work samples as evidence. Evidence from the video clips may focus on one or more children.

a. Explain the extent to which children were able to use vocabulary to develop content understandings.

**4. Using Assessment to Inform Instruction**

a. Based on your analysis of children’s learning presented in prompts 1b–c, describe next steps for instruction

* for the class
* for the 2 focus children and other individuals/groups with specific needs

Consider the active and multimodal nature of young children’s learning and the variety of learners in your class who may require different strategies/supports (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).

b. Explain how these next steps follow from your analysis of children’s learning. Support your explanation with principles from research and/or developmental theory.